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ABSTRACT

This program and teaching guide describes the nature of foreign language instruction in the elementary school (FLES). Chapters include discussion of: (1) program development and organization; (2) the FLES teacher; (3) methods, motivation, and instructional materials; (4) culture; (5) program evaluation; (6) outline of recommended structures; and (7) sample lesson plans. The MLA qualifications for FLES teachers, an extensive checklist for program review, and a section on special training opportunities for FLES teachers are included in the appendixes. For the companion document, "French for Elementary Schools," see ED 010 729. (RL)

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A PROGRAM AND TEACHING GUIDE

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SPANISH

FOR

ELEMENTARY SCHOOLS

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT

ALBANY, 1970

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Foreword

This curriculum guide forms part of the series of FLES guides published by the Bureau of Elementary Curriculum Development of the New York State Education Department. It is a continuation and refinement of the publication entitled French for Elementary Schools, published in 1966.

Work was begun on the present guide in January, 1967, at a conference directed by Robert H. Johnstone, Chief of the Bureau of Elementary Curriculum Development. Present as future writers of the guide were Mrs. Gladys Lipton of the Bureau of Foreign Languages, New York City Board of Education and Jerome G. Mirsky, Foreign Languages Coordinator Great Neck Schools, Great Neck, New York. Representatives from the Bureau of Foreign Languages Education were Paul M. Glaude, Chief, Paul E. Dammer, Associate, and Jerald R. Green, Associate.

In cooperation with the writer-consultants, the members of the Bureau of Foreign Languages Education developed a preliminary outline which was later altered as necessary. Mr. Green had special responsibility for supervision of and collaboration with the teachers; in addition, he worked very closely with Mr. Dammer and Mr. Glaude in resolutions of problems affecting the development of the manuscript. Mr. Glaude bore overall responsibility for the progress of the manuscript and special responsibility for the finished document. Theodore Barton, Associate in Elementary Curriculum Development, provided liaison between the two Bureaus concerned.

Mrs. Ann Lamkins, Associate in the Bureau of Elementary Curriculum Development, prepared the booklet for press. Mrs. Catherine E. LaRosa, Assistant in Foreign Languages Education, and Mrs. Laura B. Fernandez, Associate in Foreign Languages Education, furnished invaluable aid in reviewing and proofreading the manuscript.

The Department acknowledges its gratitude to all those who contributed and participated in the development of Spanish for Elementary Schools.

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PART I INTRODUCTION

A. Rationale for FLES

FLES (Foreign Languages in the Elementary School) provides the opportunity for establishing a long sequence in foreign-language instruction, beginning in the elementary grades and continuing through the high school program. An earlier State Education Department publication states that FLES "is based upon the need in our country to develop Americans who are able to speak and to understand the languages of other peoples of the world, as well as upon the recognition by language experts that it requires a long period of time to develop good control of a foreign language."[1]

There is a need for introducing the study of a foreign language in elementary school from both the neurophysiological and the psychological points of view. The following statements were developed at an international conference on FLES sponsored by UNESCO:

> ...it would seem that the earlier the start the better the acquisition of the basic neuro-muscular skills involved.
>
> ...A child's enormous potential in respect of the sounds of a language and his great capacity for assimilating other linguistic structures can be regarded as assets which it would be foolish to waste.[2]

It is generally agreed that children should begin the study of a foreign language at an early age for the following reasons:

1. Children enjoy learning a foreign language.
2. Children are curious about strange sounds and secret codes.
3. Children are excellent mimics.
4. Children are less self-conscious about pronouncing strange sounds than are adolescents.
5. Children do not generally object to repetition and drill.
6. Children, because of their ability to imitate so well, are capable of developing good habits of listening and correct pronunciation from FLES teachers who insist upon high standards of oral skills.
7. Children, by starting second-language study early, are facilitated in the development of an intelligent understanding of language concepts in general.
8. Children begin to master the sound system of the foreign language and develop a feeling of "at homeness" with the language.
9. Children benefit from a longer sequence of language study.
10. Children develop a firm foundation for continuing language study.
11. Children gain a cultural awareness of the people who speak the foreign language
12. Children enjoy correlating the study of a foreign language with other areas of the elementary school curriculum.[3]

In this connection, children's views on the value of FLES are most significant: "A foreign language gives the young child a better preparation for understanding the big world he lives in; it gives a third dimension, 'my world,' to those of 'my family' and 'my country.' By immersing himself in the language and customs of a foreign people, a child begins unconsciously to identify himself with humanity in general."[4]

B. Research and the Role of FLES in the Elementary School Curriculum

Although much research is still needed in the various areas related to FLES, there are, fortunately, a number of studies which consistently point to the educational benefits of introducing a foreign language in the elementary school.

Dr. Wilder Penfield, the well-known Canadian neurosurgeon, writes that because "the uncommitted cortex must be conditioned for speech in the first decade,"[5] the study of a foreign language must be introduced before the age of 10 in order to capitalize upon the child's special physical and psychological aptitudes.

There have been some objections raised that the addition of an extra subject in the elementary school curriculum might inhibit normal growth patterns in basic subjects such as reading and mathematics. Research studies such as those conducted by Lopeto[6] and Johnson[7] have shown that normal progress in basic elementary school subjects is made even with the inclusion of a foreign language in the curriculum. Similar results were obtained in experiments conducted in St. Paul, Minn.[8]

In the area of attitudinal factors, studies have shown that the early introduction of a foreign language tends to break down the "monocultural" outlook of youngsters. Riestra and Johnson[9] found that groups of fifth-graders who had studied Spanish had more positive attitudes toward Spanish-speaking people than those pupils who had not studied Spanish. Peal and Lambert[10] also found that 10-year-old bilingual children had more favorable attitudes toward speakers of other languages than did monolingual children.

A limited body of research has evolved concerning the effect of FLES upon later foreign language achievement. In the Somerville, N.J. schools, foreign language achievements of high school pupils with and without prior FLES study were compared. The results showed that the FLES pupils achieved high school foreign language grades approximately 10 percent higher than those pupils who had not had FLES experience. Furthermore, former Somerville FLES pupils scored, on the average, 67 points higher than non-FLES pupils on the C.E.E.B. Spanish and French Achievement Tests.[11] In another study conducted in Lexington, Mass., the results on the MLA Cooperative Foreign Language Tests indicated that those pupils who had had FLES experience had a more comprehensive proficiency with the language.[12]

The evidence, then, is clear and convincing that the introduction of foreign language study at the elementary school level is not injurious to learnings in basic subjects, and furthermore, contributes greatly to the child's attitudinal responses as well as to his later success in foreign language study.

C. Statistics

According to a survey conducted by the State Education Department in 1968 [the latest date for which reliable data are available] there were over 83,000 elementary school children receiving foreign language instruction in New York State.[13]

Although the exact statistics for FLES programs on a nationwide basis are not available, "it is presently estimated that there are more than 2 million American elementary school children studying a foreign language in grades K-8."[14]

PART II BASIC FACTORS IN DEVELOPING A FLES PROGRAM

A. Preconditions for FLES

Before a district plans to initiate a FLES program, there are certain preliminary steps that should be considered to create a climate conducive to the success of the undertaking.

There are broad areas of concern affecting FLES that the board of education in close conjunction with the local school administration can isolate and examine. First is the growing acceptance of FLES as an integral part of the elementary school curriculum and on the same terms as English, mathematics, and science. Spanish FLES is viewed as the first phase of a long sequence in that language, a sequence which hopefully will be pursued through the secondary school and which will result in a predetermined and realistic level of linguistic proficiency and cultural awareness. Of no less importance is the understanding that there are varying levels of attainment in all subjects and in all skill areas. The community, the teachers, and the pupils must expect the same range of variation in pupil performance level in FLES that is normally associated with any other area of the elementary school curriculum.

The conviction that the FLES program is desirable and worthwhile is absolutely vital to the success of the program. The elementary classroom teachers, the local school administration and, indeed, the foreign language staff, both elementary and secondary, must understand the expectations as well as the limitations of the FLES program. Consequently, an effort must be made to approach, in a positive manner, those involved in FLES, in any capacity.

In planning for the introduction of FLES, school officials should present their position, with respect to FLES, in a variety of ways and by means of every available medium so that all levels of the community may be adequately informed. They may make use of public hearings, PTA meetings, community newsletters, and newspaper articles. It is often possible to invite a FLES class from a neighboring district to demonstrate the conduct of a class at the hearing or during a school assembly program. A demonstration lesson given by an enthusiastic and competent FLES teacher is often quite effective in creating interest and gaining public support.

One of the major preconditions for the establishment of a FLES program is the existence of a successful language program in grades 7-12. A succesful program is one which (1) is sequential with respect to curriculum and instruction, and (2) is pursued and completed by a significant number of pupils. Completion of the program is defined as the successful completion of the most advanced language course offered in grade 12. FLES program preparedness--the assurance of program continuity at the conclusion of the elementary program in grade 6--is incontrovertible evidence that a district has indeed given thought to the implications of the FLES program.

Another precondition is concerned with the availability of competent and, hopefully, experienced teachers to provide the instruction. In an era of constant teacher mobility, staff stability is an annual area of concern. A modest FLES program--employing two or three fulltime teachers--is far more vulnerable to the difficulties occasioned by the departure of a

single teacher. It is wise to remember that the availability of teachers is influenced in part by the choice of language (or languages) to be taught in the FLES sequence.

The budgetary needs of the program do not end with the salaries of the instructors. Funds should be budgeted for instructional materials, equipment, supplies, subscriptions to professional journals, and attendance at foreign language conferences.

In order to assure even a modicum of success, a district should be prepared to meet these important preconditions. The board of education, the parents, the local school administrators, and the elementary and secondary foreign language teachers should be in general agreement with respect to the objectives of FLES as they have been developed in their district. A positive approach is a necessary first step in preparing the school system and the community for the introduction of a curricular project with such far-reaching implications.

B. *Selection of Pupils*

The issue of pupil selection in FLES is an extremely sensitive one. In many respects, it is the issue on which the most controversy is centered. If one takes the position that FLES will eventually be accepted with full status into the elementary curriculum and that public education is intended for all children, it is difficult to find justification for the exclusion of any pupil, except those with physical or emotional handicaps. Foreign language study should not be considered the exclusive province of academically-gifted pupils. There are values in the FLES curriculum that indicate its importance to the total educational experience of all children.

A prominent foreign language educator stated recently that by insisting that only the brightest children be included in the foreign language program, foreign language is effectively removed as a key element in the total school program.[1] It thereby becomes a minor matter among the other major subjects. Success in foreign language study does not always correlate positively with high intelligence. There are wide differences even with a high degree of motivation and good teaching between language achievement and IQ.[2] A realistic FLES program can provide for the child who works more slowly. He can cover the same material in less depth and over a longer period of time and his achievement can be evaluated in terms of his own rate of mastery. As is the case with any other subjects, it will be necessary to modify the curriculum, the materials of instruction, and the pace of the course to conform with the pupils' capacity for learning. The teachers, parents, and administrators must anticipate the normal variation in the normal pupil grades.

In those special circumstances in which a school district may choose to restrict FLES to a selected group of pupils, the rationale and criteria for pupil selection should be publicized and explained in detail, and enjoy the support of the community.

C. Grade Level

The views and positions of foreign language educators concerning the optimum time for the introduction of FLES vary considerably. The Indiana State Department of Public Instruction takes the position that the third grade is the best point to start FLES, since the child is normally at the height of his second-language learning ability at that age.[3] Penfield, as well as Roberts[4] and Kirch[5] report that success in second-language learning is inversely proportional to the age of the beginner. Eriksson[6] and Finocchiaro[7] agree that the third or fourth grader can add foreign language instruction to his program not only without suffering any adverse effects, but rather with maximum advantage and profit. The New York State Education Department has suggested grade 4 as the starting point for FLES instruction.[8] Local educational conditions may vary from area to area and the individual district would do well to consider all aspects of the problem and to select the beginning grade level which best reflects those conditions.

The increased popularity of the Middle School (often referred to as the Intermediate School) has given rise to no little confusion and uncertainty among school administrators vis-à-vis the teaching of foreign languages. It is the position of the Bureau of Foreign Languages Education that the recommendations and guidelines established in the various State syllabuses and in the more recent State Education Department FLES publications adequately respond to any administrative, curricular, or instructional contingency occasioned by the creation of a Middle School.

The establishment of a 4-4-4 pattern in a given school district should not signal the elimination of an otherwise successful FLES program beginning in grade 4 (or earlier) in favor of a program which would be totally contained within the intermediate school and the senior high school. To take this action would be to ignore the findings of FLES researchers and the experience of language educators across the nation.

D. Time Allotment

Basic to an effective FLES program is the provision for the frequency and length of instruction. The ultimate success of the program may very well depend on the foresight of the FLES planning committee in seeking ways to provide instruction during the school day. A FLES program conducted before or after the normal school day or off the school premises rarely if ever produces the desired results. Moreover, such programs tend to be discontinued after a short trial period.

In order to best insure FLES continuity, instruction should be provided during the normal school day; furthermore, it is highly desirable to offer instruction on a daily basis. Daily instruction for periods of 20 minutes is far more effective than the same total number of contact minutes offered two or three times weekly. Conditions which obtain in a school district vary considerably, but the following FLES schedule has been implemented successfully in a number of New York State elementary schools:

Grade	*No. of minutes*	*Frequency*	*Minutes per week*
3	15	Daily	75
4	20	Daily	100
5	25	Daily	125
6	30	Daily	150

E. Choice of Language

The language offered should depend primarily on:

- provision for continuation of the foreign language in the junior and senior high schools
- availability of qualified teachers
- the interests and needs of the community[9]

Parents, local school administrators, and particularly guidance personnel often need to be reminded that there is no basis in fact to the popular notions concerning the relative difficulty of languages. The contrasting grammatical features which create interference--hence learning problems--between the target language and English can be internalized by means of extensive drill activities and minimal explanation. The younger the pupils, the less severe the phonological obstacles. They can achieve superior pronunciation and intonation by virtue of their ability to mimic sounds accurately.[10] As a result, the presumed or mythical difficulty of a particular language need not be of major concern in its selection. Conversely, it should not be assumed that one language is easier than another and thus more appropriate for the FLES program.

Spanish, traditionally, has frequently attracted the less talented pupils who, owing to widespread and popular misconceptions about language learning, feel that they need not work as hard to achieve success as pupils who study other Western European languages. The myth is undoubtedly encouraged in part by the close sound-letter correspondence of the writing system of Spanish. Even were it true that the ease of relating the spoken language to reading and writing makes Spanish more desirable for some pupils, this rationale is somewhat less important in the light of the present emphasis on considerable speaking and understanding before the introduction of reading and writing.

In an effort to effect proper curricular balance or perhaps to provide an equality of educational opportunity, some districts attempt to offer a choice of languages in the FLES program. Unless the district is extremely large, it is doubtful that the opportunity to select from among several FLES languages, in a given elementary school building, serves either the pupils or the total program. Experience has demonstrated that many parents would tend to select a language on the basis of its attendant "prestige" or its reputed ease of learning. Moreover, a choice of FLES languages could result in extremely uneven language enrollments in the elementary school and could conceivably produce staffing difficulties in the junior high school. Additionally, the departure of a teacher of one of the FLES

languages would be more sorely felt than one of the several Spanish [or French] teachers. Typically, the most successful FLES programs tend to be those which offer a single language--at least within a given elementary building. While it is impossible to predict which language will best serve the child 10 or 15 years hence, the parents and the school officials may be assured that any language, enthusiastically and effectively taught for a long sequence, will facilitate the mastery of whichever second foreign language more specifically fulfills his adult requirements.

F. Cost and Support

It should be emphasized, particularly in the context of school finance, that FLES as an educational venture is neither experimental nor innovative. A district need no longer undertake FLES marginally or on a limited basis. After school officials and language personnel have studied and visited other FLES programs and decided upon their particular objectives, sufficient funds should be allocated to assure FLES an auspicious beginning and a sequence long enough to achieve its goals.

In order to be successful, FLES requires time, well-trained and committed teachers, carefully designed instructional materials, a wide variety of audiovisual aids, and effective supervision. It is meaningful and consequential only when it is an integral part of a longer sequence. The support of the community at large is of basic importance. Administrators, guidance counselors, and classroom teachers are in a position to encourage the program by understanding its objectives and by cooperating in the conduct of FLES-related activities. The board of education may wish to introduce the FLES program at one or more PTA sessions to acquaint the parents with the characteristics of a successful FLES program. This, too, costs money. No FLES program should be started without cooperative long-range planning on the part of educators, administrators, parents, and taxpayers.[11]

PART III PATTERNS OF FLES PROGRAM ORGANIZATION

A. The FLES Classroom Teacher

In elementary schools in which the classroom teacher is also a trained foreign language teacher, the instruction in all subject areas--including FLES--can be offered in the "self-contained classroom." The FLES classroom teacher has: (1) the considerable advantage of knowing the strengths and weaknesses of the children; (2) the opportunity to use the foreign language frequently during the school day before and after the formal foreign language lesson; and (3) the opportunity to relate the FLES activities to other areas of the curriculum. Unfortunately, there are as yet relatively few certified elementary school teachers who are also qualified to teach a foreign language. It is expected, however, that an ever-increasing number of elementary education teacher-trainees will elect to pursue a FLES concentration with a view to teaching foreign languages in the elementary school.

B. TV FLES

In an effort to overcome the lack of qualified FLES teachers, some school systems have turned to television as an aid in the teaching of foreign languages in the elementary school. Even assuming that all technical considerations, such as sound reproduction, picture clarity, etc., are ideal, it should be emphasized that the television image and voice serve only one function, namely, that of providing a linguistic model. This is an important phase of language instruction but it does not assure language learning. Without a qualified followup teacher (either a FLES classroom teacher or a FLES specialist) pupils tend to profit little from television viewing. Only a qualified foreign language teacher can work with pupils effectively before the telecast, during the telecast, and after the telecast, for pupils need to participate directly by responding actively to cues on the telecast lesson.[1]

C. The FLES Specialist

Probably the most prevalent pattern of FLES program organization is the use of the FLES specialist who teaches a number of foreign language classes in one or more schools. The use of several FLES specialists often ensures foreign language instruction for all children in a school district. A program which uses FLES specialists tends to produce a higher level of oral proficiency among pupils than any other pattern. Frequently, FLES specialists and classroom teachers work as a team in planning for the fullest possible implementation of the foreign language program in the curriculum. It is the responsibility of the FLES specialist to make certain that the classroom teacher understands the goals of

FLES and understands his role in preparing his class for each foreign language lesson, since the attitude of the regular classroom teacher toward the program affects the attitude of the pupils in his class.[2]

It is important that the daily schedule of instruction for FLES specialists should not exceed reasonable limits. If the teacher travels to more than one school, a reduction in the number of classes is indicated.

Successful language teaching has been carried on by the FLES specialist, the FLES classroom teacher, and the use of TV in combination with one or another of these teachers. While the pattern of FLES instruction depends largely upon the needs and the resources of individual districts, it should be remembered that the most effective FLES programs tend to be those which employ FLES specialists and which rely exclusively upon live instruction.

PART IV THE FLES TEACHER

A. Qualifications

While effective methods and modern materials are basic to the FLES program, the ultimate success of the program is dependent to a large degree on the teacher. It is he who directs the learning activities, varies the activities, maintains a lively pace and ensures pupil interest when the pace slackens or the class becomes restless, and involves the total group in the language learning process.

An examination of the essential qualifications demanded of the effective FLES teacher suggests the wide range of skills which are necessary in the teaching of foreign languages in the elementary school. It is essential that the FLES teacher have a high degree of fluency in the foreign language accompanied by a near-native pronunciation, as defined by the Modern Language Association Teacher Qualifications. (See Appendix B, p.44). The pupils will acquire poor pronunciation habits as readily as good ones; therefore, the teacher's linguistic model must be as perfect as can be supplied.

The teaching of foreign languages at all levels has many objectives and techniques in common. It is in degree rather than in the type of technique that each level differs from the other. FLES methodology stresses the fundamental skills of listening and speaking and attaches less emphasis to reading and writing. As a result, the time allotment is distributed differently from that in the secondary school, with a far greater proportion of the class period devoted to audiolingual activities. It is particularly important that the FLES teacher be familiar with methods of encouraging pupils to speak in the foreign language. The FLES teacher should be able to demonstrate his knowledge of FLES methodology and his repertoire of original ideas and approaches.

A considerable number of present FLES teachers were originally trained as secondary school foreign language teachers. For these teachers, courses relating to the elementary school child and the elementary curriculum are indicated. In addition, the beginning FLES teacher (with secondary training and secondary-level practice teaching) might well be assigned to a more experienced FLES teacher to help guide him through potentially difficult situations arising from the nature of the younger pupil.

B. Certification

The revised requirements for New York State certification for teaching in the elementary school should be noted in this connection. Effective September 1, 1966, candidates preparing to teach in the early and upper elementary grades (K-6) must have earned a minimum of 24 semester hours of study (at least six of which must be in upper division or graduate level courses) in a department, or in a planned interdepartmental program of studies in liberal arts.

Thus a candidate planning to teach Spanish in the elementary school

would elect a sufficient number of courses in Spanish to satisfy this requirement for provisional certification. Similarly, a candidate preparing to teach in the early and upper elementary grades and an academic subject, e.g. Spanish, in the early secondary grades (K-9) must present 24 semester hours in Spanish, 12 of which must be approved advanced courses. In addition, a candidate shall provide written evidence from a higher institution that he possesses a practical command of the language as an instrument of oral and written communication. Six additional semester hours of Spanish are required for permanent K-6 or K-9 certification.[1]

C. FLES Teacher Training

It is expected that the prospective FLES Spanish teacher will have studied Spanish for a minimum of 3 years (preferably four) in the secondary school and that the teacher trainee will begin university course work in Spanish on at least the intermediate level. Twenty-four semester hours which include the beginning collegiate-level language course are insufficient to prepare competent FLES instructors.

Under current certification regulations, a candidate must present 24 semester hours in a specific department or in an interdepartmental program, depending upon the type of certification (K-6 or K-9) desired by the candidate. Because the N-9 candidate is certified to teach Spanish from grade 1 through the second level of secondary school (Spanish II), as well as common branch subjects through grade 6, his collegiate preparation will differ from that of the N-6 candidate. The same course offerings will not serve both types of candidate. Candidates in each sequence should take a course in the teaching of foreign languages in the elementary school. Additionally, the N-9 candidate should take the standard secondary methods course in foreign languages. Both N-6 and N-9 teacher trainees should practice-teach on every level and in every area of their certificate. The N-6 candidate--in addition to student teaching in common branch subjects--should devote a substantial portion of his hours to FLES or FLES-related activities. Similarly, the N-9 teacher trainee should have practice-teaching experience in (1) the elementary school; (2) FLES or FLES-related activities; and (3) junior high school language classes.

Each teacher trainee (K-6 or K-9) should pursue college-level courses in intermediate and advanced language, advanced grammar and composition, conversation, applied linguistics and phonetics, culture and civilization, and literature.

D. The Native Speaker

In ever-increasing numbers, native speakers of Spanish are becoming available as teachers of Spanish on all levels. Educated native speakers represent valuable human assets to any foreign language program, particularly in the foreign language and professional education. The New York State Education Department will recognize satisfactory performance on the MLA Foreign Language Proficiency Tests (administered by the State

Education Department's College Proficiency Examination Program) in lieu of as many as 24 course credits in language and 3 course credits in professional education toward the foreign-language-teaching certificate. Since there are other requirements to be met in order to be fully certified in New York State, native speakers interested in this avenue to certification should consult with The Director, College Proficiency Examination Program, New York State Education Department, Albany, New York. 12224.

Successful foreign language teaching depends to a great extent on an awareness of the contrasting elements of the native and the target languages. The instructor must be familiar with the degree and relative importance of each of the contrasting features of the two languages and he should be able to develop appropriate drills to overcome these differences.

It is important, therefore, that the chief school officer determine (1) the educated native speaker's familiarity with current foreign language and FLES techniques; (2) his understanding of the nature of the American child and of the aims and objectives of American public education; and (3) his ability to identify and, if necessary, supplement materials which teach the contrastive features of Spanish and English.

In conclusion, the successful FLES teacher must possess the skills normally associated with the elementary classroom teacher and the special skills of the foreign language instructor. As in every teaching situation, it is the individual teacher's sensitivity to the class and his pupils, his creativity and imagination in presenting new material, his persistence in pursuing realistic levels of achievement, and his personality that determine the outcomes of the program.

PART V FLES IN OPERATION

A. Objectives

1. Linguistic

The major objective of FLES instruction is linguistic; that is, the goal is to teach the four basic language skills (listening, speaking, reading, and writing) by means of a predetermined number of grammatical patterns and a limited foreign language vocabulary. This instructional goal can be further particularized:

- to develop a firm foundation in the sound system of the foreign language
- to understand the foreign language within the limits of the patterns and vocabulary learned
- to speak the foreign language using the learned patterns and vocabulary and to vary these patterns without difficulty
- to read material in the foreign language that has been learned orally (verbatim and in recombination)
- to write in the foreign language some material that has been read
- to understand the sound-letter correspondences from spoken to written language
- to understand grammatical generalizations of these patterns as a direct outcome of the drills practiced in class

The Northeast Conference Reports 1967 summarized the linguistic goal of FLES as follows: "...the main function of FLES in the sequence is the building of a solid foundation in linguistic competence."[1]

2. Cultural

Although the linguistic objectives of FLES are of primary importance, a companion corollary to the linguistic objective is the cultural objective of FLES. At this level, it is hoped that the pupils will develop positive attitudes toward the people who speak Spanish as a native language and that they will acquire an understanding of the individual's role in the unending kaleidoscope of life situations of every kind and the rules and models for attitude and conduct in them.[2]

It is not recommended that pupils be asked to memorize large amounts of unconnected minutiae about the many countries where Spanish is spoken, but rather that many of the Hispanic customs and daily activities should be the vehicle for certain activities of the FLES course, thus making the cultural objective inseparable from the linguistic objective. Specific recommendations for achieving the cultural objective will be discussed in the section on culture.

B. Continuity and Coordination

It must be clearly stated that a FLES program cannot exist in a partial vacuum, unrelated to the rest of the foreign language program in a district. A FLES program should be viewed as the initial stage of sequential foreign language instruction, as it moves from elementary school through junior and senior high school. Adequate provision must be made for the continuity of content and instructional practices on each succeeding level, and language personnel should develop a respect for the accomplishments of preceding levels of instruction.

The linguistic and cultural content of the FLES curriculum should reflect the goals of foreign language instruction at upper levels and should be spiral in nature. FLES provides a superficial, audiolingual introduction to a grammatical pattern. The pattern is reviewed and expanded in junior high school and finally, the pattern is developed in greater depth and variety in the senior high school. In this way, FLES provides the phonological and structural foundation for the total language program.

In addition to insuring continuity of content and instructional practices from grade to grade and from level to level, it is essential that the instructional efforts of all FLES teachers on a given grade level be closely coordinated. This recommendation is not intended to regularize or to prescribe instruction and curriculum by supervisory fiat, but rather to encourage that all FLES teachers agree upon and use essentially the same instructional material and essentially the same practices and techniques. These desiderata should in no way discourage the resourceful and talented FLES teacher from developing his particular style of teaching and from attempting innovative practices in the classroom. Successful innovative practices which have applicability to other foreign language teachers should be communicated to them by the district coordinator.

C. Supervision

Of primary importance to the success of a FLES program is the competent foreign language supervisor who has been charged with the direction of the entire foreign language sequence. In those districts in which there are chairmen (coordinators, supervisors, head teachers, etc.) on the various school levels, there must exist a close working relationship between them in order to insure the continuity and coordination of instruction.

The supervisor should give direction to the design of the FLES curriculum and should effect curricular compatibility with the curriculum at upper levels. This aspect of the supervisor's role assumes his ability to evaluate existing texts, to write curriculum materials, and to identify those FLES teachers in the district who would be able to contribute significantly in curriculum development and materials writing. In addition to this responsibility, the FLES supervisor should organize a curriculum materials center which would offer FLES teachers a wide variety of curriculum bulletins, books, records, tapes, films, pictures, transparencies, filmstrips, etc.

Probably the most challenging responsibility for the supervisor is

the improvement of instruction. The FLES supervisor must be able to identify superior (or potentially superior) candidates for teaching positions, he must design a program of orientation for the new FLES appointees, he must provide inservice opportunities for the instructors, he must design a program of effective supervision, and he must create a climate which will encourage FLES teachers to evaluate and improve their own instructional efforts. There are numerous techniques for the improvement of instruction: (1) frequent and regular observation of instruction; (2) post-lesson conferences; (3) written reports summarizing the strengths and weaknesses of the lesson;[3] (4) demonstration classes by the supervisor; (5) purposeful intervisitation; (6) special-purpose workshops; and (7) semester-long inservice courses.

Basic to a successful FLES program, in addition to competent instruction, a viable curriculum, and effective supervision, is the availability of appropriate instructional materials. The acquisition of instructional materials should reflect the knowledgeable participation of both teachers and supervisors. Materials under consideration for possible adoption should be examined by all FLES teachers who will be affected by the choice of texts. If possible, an effort should be made to visit or communicate with FLES teachers who are using the materials being considered. If this cannot be accomplished, the district should undertake a small-scale experiment to determine the effectiveness of the materials.

The FLES supervisor has other duties which fall under the purview of public relations. If his immediate responsibilities do not extend beyond the elementary school, he must represent FLES in all decisions and actions which affect foreign languages in the district. He should cooperate with his counterpart in the secondary school in arranging elementary-secondary teacher intervisitations. He should insure that the quantitative and qualitative achievements of FLES pupils are fully understood and properly interpreted by the secondary language personnel and guidance personnel; moreover, the FLES supervisor is the spokesman for the FLES program before the board of education, the local school administration, and the community at large.

The effective FLES supervisor is concerned with "inspirational" activities. The demonstration lesson by the supervisor is useful in inspiring and in raising the performance levels of teachers. By keeping himself informed of the latest developments in foreign language methodology and materials, the FLES supervisor can convey this information to teachers and encourage them to raise their own level of professional awareness. The supervisor, too, will wish to encourage teachers to join professional language organizations and to attend their meetings. The supervisor who is most effective tends to be an outstanding foreign language teacher. Ideally, he functions well in the area of interpersonal relationships, he can provide knowledgeable leadership, and he is able to direct a number of relevant FLES activities within and outside the district. For a more detailed list of duties of a foreign language supervisor, the reader is referred to the Northeast Conference Reports, 1966, "Coordination of Foreign Language Teaching,"pp. 83-104.

PART VI METHODS AND MATERIALS

A. The Basic Skills

Foreign language teachers have long been aware of the importance of the four basic language skills which must be developed in the course of a successful foreign language sequence. Listening and speaking have acquired a prominence consistent with the mobility and the ease of communication characteristic of contemporary society. In addition, the primary emphasis placed on these skills reflects the findings of those psycholinguists who study the relationship of foreign language learning to the experience of learning one's native language.

The listening skill cannot be acquired passively. Listening comprehension is not an automatic outcome of hearing foreign speech. It demands the active and conscious effort of the pupil to distinguish and discriminate between sounds not ordinarily differentiated in English and to ignore phonological changes we treat as phonemic. Rhythm, pitch, juncture, and stress combine with unfamiliar sound clusters to submerge the meaning of what is being heard. The teacher frequently must repeat over and again, isolating sound groups that are not native to English,before the pupil can perceive the variation.

Most teacher's manuals state that all foreign language uttered in the classroom should be kept at normal speed from the very beginning because this is the way speech occurs in ordinary situations. It might be more effective and less conducive to pupil anxiety during the introductory phase to speak at a pace somewhat slower than normal, fast enough only to maintain normal intonation and juncture. After the class has acquired a degree of familiarity with Spanish, the teacher may increase his rate slowly until the class can comprehend language spoken at normal speed.

It must be stressed repeatedly that the speaking skill does not refer to the mere repetition of dialog lines even if the pupil understands fully what he is saying. Unless he is capable of some free variation, albeit within a limited range of vocabulary, and without having to agonize and hesitate over verb forms, his mastery of the speaking skill must remain in doubt.

The development of pronunciation and intonation comprehensible to a native speaker requires considerable time and effort. Mastery of the sound system is not wholly an unconscious acquisition. Even at the FLES level, the sounds of Spanish must be isolated and drilled. This painstaking procedure pays dividends after the introduction of reading.

Reading in its earliest stages may legitimately encompass a single word, and that word may merely be a caption or label beneath a picture. After a class has heard countless repetitions of common nouns or easily illustrated adjectives or phrases (colors, numbers, adjectives of quality, etc.), these items may be labeled and introductory reading initiated. As long as the visual representation does not interfere with proper pronunciation--and this should be repeatedly checked--the labels serve as a presentation to sound-letter correspondences which do not present serious difficulties in Spanish. If the teacher detects a phonological deterioration, reading readiness should be postponed until a more firm foundation

in oral skills has been achieved.

More intensive reading (sentence fragments, sentences, and short paragraphs) logically follows the recognition of the smaller units. No specific time limit need be established before the words and phrases become sentence fragments and sentences. The teacher must sense the ability and the readiness of the class to profit from the written word as a companion to continued oral learning. Reading at this level may serve to strengthen recognition and speaking, to support the visually-oriented pupil, to provide for individual differences, and to stimulate motivation and interest by appealing to more than one sense. If the teacher is confident that his pupils can discriminate sounds; can repeat these sounds and sound-patterns satisfactorily; can understand what they hear; and can respond orally in appropriate fashion, then reading may be incorporated into the Spanish FLES program. Reading at the FLES level must not become an end in itself; the teacher must strive continuously to maintain the same level of audiolingual excellence that he obtained prior to the introduction of reading.

Once reading has been introduced, exercises in sound-symbol correspondence should accompany recombination stories, simple poems, riddles, games, proverbs, biographies, and descriptions of daily life that delight the elementary school pupil. It is doubtful that FLES practitioners would utilize reading for the introduction of new language or concepts. Reading in FLES serves both to strengthen existing skills and knowledge and to introduce a new linguistic dimension, a new skill.

Writing figures less prominently in FLES than on any of the other levels. Typically, there is little need and less occasion to make extensive use of written exercises. A wide variety of tests can be prepared which do not rely on original written examples. The writing activities of FLES consist primarily of copying materials already thoroughly mastered, of checking spelling through short dictations, and of expressing answers to simple questions; e.g., ¿Adónde vas?, ¿Con quién estudias?, ¿Qué hay de comer esta noche?, ¿Cuántas hermanas tienes?, etc.

B. Variety of Approach

No matter how exciting the instructional materials may be, how cleverly they are designed, how appropriately they may be illustrated, or how accurately they reflect the interests of each age group, the teacher's approach will largely determine the profit that the pupils will derive from them. Unless the teacher is sensitive constantly to the mood of the group, the attention of the pupils may wander.

A carefully designed lesson pattern is essential. There will be occasions, of course, when the lesson will have to be discarded or postponed. The daily plan supplies the basis for the proper introduction and development of all FLES learnings and assists the teacher in determining the optimum placement for each element. It enables him to approach each language problem through a variety of media and exercises. The lesson plan can aid him further to heighten motivation and insure continued interest by providing for many short and varied drills in place of an extended presentation. The short drills are certainly more effective

than one or two massive attacks which may miss the mark.

In most FLES texts, the basic presentation takes the form of a dialog. The dialog is generally an excellent device for the initial oral presentation because it involves several participants, it uses colloquial language in a "natural" setting, and can readily be adapted to suit the individual's needs for self expression. It must again be stressed that the memorization of the dialog is not per se the goal of the instruction; the lines of dialog provide the raw material which is to be varied, adapted, and generally made available to the language learner. If he cannot manipulate the vocabulary and structures to serve his own ends, the dialog has not served its purpose. The FLES teacher has available an endless variety of techniques; hence he should concentrate on the dialog only so long as the pupils remain attentive and receptive. If their attention wanes, he should go on to a different type of activity.

The structures which have been taught to the class normally require considerable reinforcement. The most common and perhaps most effective method of isolating and teaching grammatical information is by means of the pattern drill. A wide variety od drill types are described in the D. C. Heath Linguistics series[1] and in the New York State Bulletins *Spanish for Secondary Schools*,[2] and *Teaching Spanish on Level One: Problems and Solutions*.[3] Many of these drills, with little adaptation, can be useful in the elementary program. The younger child can discover the emergence of patterns as well as the secondary school pupils. The same general cautions apply: employ a wide variety of drills (but for very short periods of time) to maintain interest, relate the drills personally to the class members (let the structure and situation seem to grow from the class' activities[4]), make certain that the point of the drill is understood by everyone; and create drills in such a way that the pupil cannot respond by merely repeating memorized utterances.

Drills may have as their focus not only structural points but may center, as well, around simple sounds (e.g., same/different drills), vocabulary and idioms, and intonational patterns. If the exercise is kept short and simple and its aim clear, it will serve as a valuable review or a motivational and teaching exercise. The younger pupil may consider the drill a game if it is presented and handled in that fashion and he will enjoy the challenge it offers.

C. Materials

The proper selection of materials is an extremely important activity. A text series which does not yield those goals which the individual district hopes to achieve may result in teacher frustration and anxiety and cause the FLES teachers a considerable amount of unnecessary work in trying to overcome the shortcomings of the text. In the early days of the current FLES movement, teachers developed their own dialogs, stories, sketches, exercises, and supplementary activities. This was a gigantic task. It necessitated not only a huge expenditure of teacher time, but it demanded a good command of the foreign language (particularly as contrasted with English), linguistic and psychological understandings, and first-hand familiarity with the interests of elementary school children.

At the present time, several commercial publishers have produced ambitious text series which are designed to lead into existing courses on the secondary level and which have clearly stated objectives. Each series should be carefully evaluated by the FLES staff before the teachers attempt to write their own instructional material.

In evaluating a FLES series the following steps must be taken: examine carefully the complete series from FLES through senior high school, not simply one volume of the text program. If only one book of a projected series is completed and available for purchase, it may be wise to delay adopting the series because the quantitative gaps between the FLES and secondary-level texts may be too large, producing lapses in coverage in the sequential development of the fundamental skills. Determine whether the series leads into the text used on the junior high school level and whether the FLES graduates will be properly placed on an advanced level in grade seven.

The use of Spanish or Spanish-American texts designed for pupils of this age group is not generally recommended. The vocabulary level is not controlled and the heavy religious emphasis may meet with opposition.

The teachers evaluating the text should examine carefully the text under consideration. The teachers should read and study each lesson and write each exercise and then judge the material using the following suggested criteria:

I. From the pupils' point of view
   - A. Does the lesson teach what it purports to teach?
   - B. Do the exercises reinforce the lesson?
   - C. Are the pupils challenged sufficiently?
   - D. Must the pupils complete the entire dialog or narrative before they are able to begin the exercises?
   - E. Is there variety in the methodology or do all the lessons follow essentially the same pattern?
   - F. Is there a discernible progression in knowledge as the pupils complete chapters and texts?
   - G. Are the stories interesting?
   - H. Can the children identify with the characters?
   - I. Is the text manageable physically?
   - J. Is the format attractive?

II. From the teachers' point of view
   - A. Are the lines of dialog of appropriate length and do they admit of variation and expansion?
   - B. Are the situations real and believable?
   - C. Can the teacher utilize the illustrations for further language and cultural teaching?
   - D. Are there prereading and developmental reading activities?
   - E. Do the texts provide a sufficient number and variety of drills and exercises?
   - F. Is a separate workbook necessary? Is it provided?
   - G. Does the text permit the teacher to work independently with smaller groups?
   - H. Are there plateaus for various levels of achievement within the same class or are all pupils required to finish all work before continuing to the following chapter?

III. Supplementary Aids
   A. The Teacher's Manual
      1. Is the teacher's manual genuinely useful?
      2. Are the daily lesson plans creative?
      3. Is frequent and regular evaluation provided?
      4. Does the manual suggest specific realia, games, and songs that can be used to supplement the text offerings?
   B. Is the text series accompanied by posters, transparencies, pictures, and slides that lend themselves to individual adaptations and are useful for review?
   C. Are these aids easily carried or transported from room to room?
   D. Are there prerecorded tapes, and are the recorded segments spaced so that a FLES pupil can repeat with ease?
   E. Does the copyright permit the teacher to duplicate the illustrations and exercises as transparencies or homework sheets?

There is an ever-increasing variety of electromechanical devices available to help develop the various language skills. A film which has been properly introduced and integrated with the text or with the cultural material currently being studied adds immeasurably to the presentation. It brings a sense of reality and immediacy to the dialogs and exercises. Frequently, it is profitable to show the same film several times consecutively over a few days. This will enable the class to discuss different details and aspects each time the film is projected. The cutting of the sound track on the last showing allows the pupils the opportunity to fill in whatever they recall of the dialog or the sound track.

The filmstrip projector has many possibilities in the FLES classroom. One frame or more may be shown to illustrate geographical information, to stimulate conversation, to accompany a dialog, or to add to the discussion of Spanish holidays. A tape or record may be synchronized with the filmstrip.

The tape recorder is practically a sine qua non in today's foreign language classroom. Prerecorded tapes bring new voices into the classroom, they aid in audition and repetition which lead to memorization of the basic material, they provide drill opportunities, they test comprehension, pronunciation, and intonation, they amuse with riddles such as ¿Quién soy? and ¿Adónde voy?, and they bring authentic music and foreign-culture sounds into the classroom. A tape recorder equipped with a jack box and earphones can be used as a listening corner where pupils can listen to and repeat drills.

Individual recording of voices is a questionable practice if done on a large scale. Younger children, even those in secondary schools, do not easily perceive their errors unless they are specifically and individually pointed out to them. Most FLES teachers do not have the time necessary for such intensive individual drill. For the same reason, the language laboratory would probably not realize its full potential at the FLES level, although research is lacking in this area. Portable tape recorders and phonographs and a portable cart equipped with earphones, loudspeaker, storage space, overhead and filmstrip projectors, and screen could be of inestimable value and would be far less costly than a language laboratory.

The phonograph, too, has many of the values of the tape recorder and large quantities of foreign language disc recordings are available for classroom use.

The overhead projector has been gaining in popularity in recent years. It is gaining in stature as commercial transparencies become more available and as more schools are equipping themselves with the facilities to produce transparencies. Children enjoy and benefit from the opportunity to come forward, to make figures or drawings with a grease pencil, to point out an object on the transparency as they describe it in Spanish, or to describe the use of some object on the transparency.

The flannel board should not be overlooked in a discussion of supplementary aids. Although cutouts can be purchased in a variety of shapes, the FLES teacher, with a minimum of work, can prepare any number of objects that complement the class' current activities. Using oaktag, broad-tipped felt pens in various colors, and adhesive tape with flannel on one side, he can prepare (1) verb strips with a missing last letter or a removable subject to be matched with a corresponding strip by the student, or (2) nouns that are to be placed under the column of the proper definite article (printed in a color matching that of the noun class). He can have pupils place adverbs in appropriate slot, change nouns to pronouns or make them plural, and engage in countless other activities. Simple stories can be told with printed words or pictures (cut from magazines and backed with flannel strips), numbers can be manipulated, sentences can be unscrambled, and pattern drills can be made to come alive with the flannel board.

In the prereading phase the bulletin board is particularly useful to display reports, photographs, drawings, news reports, and maps gathered or produced by pupils. Later, charts which illustrate sound-letter relationships, cognate lists, and word families are of value and interest.

PART VII MOTIVATION AND CORRELATION WITH OTHER AREAS

Inasmuch as any effective FLES program necessitates a sizable amount of purposeful and meaningful repetition, the FLES teacher must devise numerous activities in order to drill the same content with no appreciable loss of pupil interest. To accomplish this, the teacher should be familiar with the common topics of interest among elementary school children. Sometimes, the curriculum content can be adapted to reflect the special interests of a group of pupils.

The teacher should also keep in mind that in normal speech much use is made of interjections and sentence fragments. The pupil who is taught to speak only in complete sentences and possibly to expect everyone to do the same, may find his conversation a colorless replica of real speech. If the instructional materials do not incorporate partial speech, the teacher should provide for its inclusion.

In recent years, the gestures that accompany spoken language have been recognized as an integral part of the total communicative process. Foreign-culture gesture is an effective device to heighten interest during repetitive drill, for young children enjoy action-speech activities. For example, as the teacher presents a line of dialog denoting negation, he should, simultaneously, shake his index finger back and forth as he responds. The common gestures which often accompany expressions of eating, drinking, wonderment, doubt, etc., lend an aura of authenticity to speech. The foreign language film, produced abroad and preferably with children as actors, can supply the teacher and pupils with interesting and authentic models of gestures, provided the language content is not too difficult.

Dramatization is an effective device for providing motivation, as well as a review of previously learned dialogs or sketches. For example, the children have learned to describe sickness. The teacher may create a model situation by selecting two or three children as participants and indicating that:

someone is sick
someone is concerned about his friend
someone is the nurse

Then: ¡Escuchemos!

Dialogs may be reviewed by means of a tape or record. Spacing adds a new dimension, and the use of fresh voices on the tape heightens interest. If possible, several pupils can sit in a listening corner with earphones to practice a tape of a dialog or supplementary exercises.

If reading has been introduced, a previous lesson can now be practiced by reading aloud, by selecting phrases, by finding answers to questions, by building synonyms and antonyms, or by finding words that contain the same sound or sounds.

The use of real objects such as telephones, miniature table settings, plastic food, a toy supermarket, etc. are useful aids in the FLES class and stimulate conversation. These teaching aids should be culturally authentic in every respect.

The overhead projector offers an unusual opportunity to motivate youngsters. The teacher may wish to use it during the initial presentation

of a dialog or narrative. Transparencies with overlays can be used for the various roles of dialog. Transparencies can also be prepared in advance for testing, for pictures, or for language games.

The judicious use of games in the FLES classroom is highly recommended since the FLES pupil thoroughly enjoys these activities. A word of caution, however. Games should be planned in advance and they should be genuinely useful in helping pupils learn and practice the foreign language. Games can also provide a needed change of pace at some point in the lesson. The FLES teacher should take advantage of the ability of pupils to learn while playing, by devising a wide number of game activities, that serve to teach or review as well as to amuse.

Simón dice is an excellent game for reviewing prepositions and adverbs and for reviewing vocabulary in general. Pupils should be directed to repeat the instructions in Spanish as well as perform the action. This game not only provides a linguistic review, but provides pupils with an opportunity to work off excess energy in controlled fashion.

A bouncing ball aids in counting and in drilling dale, dame, tómala, etc. El gallo, a game in which each pupil has a piece of colored paper on his back and while hopping, must call off his opponent's number or color first is exciting and instructive, but it can only be played with a limited number of pupils on each team.

A box of colored chalk yields fruitful results. For example, the teacher says:

--Toma la tiza verde y dibuja una casa. Bueno, pon la tiza en la caja.

Ahora tú, con la tiza roja, dibuja una puerta.

Con la tiza amarilla, dibuja tres ventanas a la derecha de la puerta, etc.

This activity utilizes a wide variety of linguistically useful items such as toma, dale, gracias, de nada and then leads quite naturally to a narrative description of the completed house (or classroom, or family, etc.).

Other suitable games are:

Estoy pensando en...	Bingo
¿Qué hora es?	Tic-Tac-Toe
¿Qué falta?	Tan, Tan
¿Qué hago yo?	¿Qué tengo en la canasta?

For a description of these games and others, the FLES teacher is referred to books on FLES methodology.[1] It must be noted again that the game selected should require the use of language skills, it should involve as many children as possible, and it should be a supplement to and not the central focus of the lesson.

Another source of motivation in the FLES classroom is the use of songs and poems. An authentic short song (accompanied by castanets, tambourines, and maracas) or a few verses of poetry can enliven a lesson,

especially if the song involves action or motion such as is found in San Serení or Señora Santana. If the teacher is somewhat reluctant to sing, there are several recordings that actually teach the songs with pauses for pupil repetition. The school's music teacher may wish to prepare tapes of songs with either piano or guitar accompaniment.

Activities outside the realm of class work can be both entertaining and linguistically and culturally productive. Occasionally, one class may, with the aid of the teacher, produce an original sketch of perhaps a dramatization or adaptation of one or more dialogs. They may wish to present this work by the use of puppets, the overhead projector, slides, or original drawings. The actors and the audience alike can profit from such a production. In addition, one class (or one school) may send individual or group letters to a class in a Spanish speaking country. The results will produce an interesting scrapbook and portrait of a nation and people. If a Spanish speaking class is not readily available, each class can "adopt" a country; i.e., Mexico, Argentina, etc. Committees can be assigned to do out-of-class research to produce posters, etc. In a corner or on a bulletin board, realia books and magazines representative of that country can be displayed, labeled, and examined.

In the prereading phase, the bulletin board may be used to display reports, pictures, news about Spanish speaking people, historical articles, and maps gathered and/or produced by the pupils. Later, charts which illustrate sound-graphic symbol relationships (with picture cues), cognate lists, and word families would be of value and interest.

A primary concern of FLES is the development of good pronunciation habits, a limited control of grammatical patterns, and a small but useful foreign language vocabulary. The teaching of Spanish in the elementary school can be even more successful when it is related to other areas of the curriculum and is not viewed as a completely independent activity.

The following activities are recommended to the creative FLES teacher to extend the scope of the foreign language program according to pupils' needs, interests, and abilities.

Language Arts

1. Children's reading interests may be extended by reading in English about the countries where Spanish is spoken.
2. Children can be motivated to participate in pen pal and tape pal exchanges.
3. Children will be interested in contributing original poems, articles, etc. for class newspapers in relation to their Spanish studies.
4. Bilingual or all Spanish dramatizations may be presented during the assembly period, using the material learned during the foreign language lessons.

Mathematics and Science

1. There will be much pupil interest in class trips to museums.
2. Children will be interested in a comparison of the currency used in the various Spanish speaking countries.

3. From time to time, students may keep weather records and temperature in Spanish. Comparison of local weather conditions with the weather in different parts of Spain and Latin America will also be of interest to the children.

Social Studies

1. Children can be motivated to keep abreast of current happenings in countries where Spanish is spoken.
2. Children will be interested in Spanish and Latin American national events and holidays.
3. Children may wish to study the exploits of famous Spanish explorers.
4. Much interest will be elicited in planning for a class Spanish trade fair.

Art

1. Children will be interested in studying the lives and works of famous Spanish painters, architects, etc.
2. Many famous paintings make excellent visual aids for actual foreign language lessons.
3. A tour of the school to inspect reproductions of famous Spanish paintings on display can be organized.
4. Children will enjoy making puppets and dioramas to represent the life and times of famous Spanish and Latin American personalities.
5. Children can participate in preparing bulletin board displays with Spanish themes.

Music

1. Children enjoy learning about the lives and works of Spanish and Latin American composers.
2. A worthwhile aspect of the Spanish lessons can be the learning of authentic Spanish songs.
3. Included in an instrumental and/or tonette program can be the learning of Spanish and Latin American songs.

Health and Physical Education

1. The learning and performing of Spanish and Latin American folk dances can be an extension of the foreign language lessons.
2. Children will be interested in participating in the games played by Spanish and Latin American children.
3. The lives of famous Spanish and Latin American athletes will be of interest to the youngsters.

PART VIII CULTURE

Many teachers wonder how to present the culture of a country without giving pupils a large number of facts to memorize. According to Brooks,[1] "by establishing in the classroom a cultural island," teachers can incorporate cultural concepts in the dialogs, patterns, pictures, and songs during the course of the Spanish FLES lesson.

The following list of topics (by no means all-inclusive) contains suggested items which may be of interest to elementary school children and can be an integral part of language learning:

Holidays

January 1	Día de Año Nuevo
January 6	Día de los Reyes
April 14	Día Panamericano
May 2	Spanish Independence Day
September 16	Mexican National Holiday
October 12	Día de la Raza (Día de la Hispanidad)
November 19	Puerto Rican Discovery Day
November 2	Día de los Difuntos
December 19-25	Las Posadas
December 24	La Nochebuena
December 25	La Navidad
Semana Santa	
Saints' days	

Food

Meals: desayuno, almuerzo, comida, merienda, cena
mealtimes
menus
recipes
use of corn, olive oil, spices

Sports, Games and Spectacles

San Serení
el béisbol (Cuba, Mexico, Puerto Rico)
la corrida
el futbol (soccer)
el jai alai

Daily life

coins, currency, stamps
metric system
transportation
radio and TV programs
newspapers, magazines
use of tú and Ud.
music and dance

School Life

not coeducational
uniforms
religious schools
school grades
vacations

Thus, culture and language are interwoven, and children begin to understand the similarities and the differences in daily life as compared with their own.[2]

PART IX EVALUATION

The entire foreign language program in the elementary school should be evaluated continuously in terms of its objectives, as well as its teaching methods and materials. Continuous evaluation of the program should be a necessary part of planning for FLES. This appraisal should be based upon observations, comments, and exchanges of ideas, so that plans can be made for improving future instruction and implementing indicated needs for revision.

The measurement of pupil progress should be an important aspect of the FLES program, and with it, the grading of pupils.

Testing serves:

- to give pupils a sense of accomplishment
- to determine areas of difficulty for reteaching
- to determine placement of children in foreign language classes
- to provide information to teachers when a child transfers to another school
- to provide for continuity of instruction from elementary school to the junior high school level, by screening pupils for class placement

There is a dearth of foreign language achievement tests suitable for use in FLES programs. The *Pimsleur Modern Foreign Language Proficiency Tests* (Harcourt, Brace & World, Inc.) and the *MLA Cooperative Foreign Language Tests* (Educational Testing Service) can be used at the end of the FLES sequence, but the results should be interpreted with extreme care. The *Common Concepts Foreign Language Test* (California Test Bureau, McGraw-Hill Book Company) measures listening comprehension only and it reflects the attainment of Level I objectives.

There are two commercially published aptitude tests which can be useful in the FLES program: (1) the *Pimsleur Language Aptitude Battery* (Harcourt, Brace & World, Inc.), and (2) the *Elementary Modern Language Aptitude Test*, known commercially as the EMLAT (Psychological Cooperation).

Teachers are able to make a subjective but often reliable estimate of pupils' oral performance in the foreign language, since it is expected that every lesson will provide opportunity for constant evaluation of pupil performance. However, many teachers may wish to develop classroom tests to measure individual pupils progress and to uncover areas in need of further drill. Any test must be based only on what the pupil has been taught in the language classroom.

It is advisable to test each skill separately, where possible. For classroom tests, the teacher may plan to read questions; or, to provide greater objectivity, he may plan to use a prerecorded tape, a recommended practice.

a. For testing listening comprehension:
(1) Directions test: pupil performs actions in response to oral directions in the foreign language, such as <u>cierra la puerta</u>
(2) Picture test: response to oral statement in the foreign language; choice of three or four pictures, one of which corresponds to the oral statement

(3) Rejoinder test: response to oral statement in the foreign language; choice of one of three or four rejoinders
(4) Completion of incomplete statement: multiple choice pictures or oral phrases, preceded by the letters A, B, C, D

b. For testing oral performance:
(1) mimicry of sounds, words, sentences
(2) directed questions (Ask him what his name is.)
(3) Response to picture cues
(4) response to pattern drills
(5) dialog between two pupils
(6) rejoinders--responses to oral questions or comments

To assist the teacher in providing some objectivity in scoring a speaking test, the teacher may use a rating scale of 1 through 5, considering such factors as pronunciation, intonation, control of structures, and fluency. A sample scoring sheet might look like this:

	Pronunciation						*Intonation*						*Control of Structure*						*Fluency*						*Composite*					
Names	5	4	3	2	1		5	4	3	2	1		5	4	3	2	1		5	4	3	2	1		5	4	3	2	1	

c. For testing reading:
(1) pattern drill response (multiple-choice)
(2) multiple-choice of written questions based on a reading selection
(3) multiple-choice rejoinders to statements or questions
(4) multiple-choice completion choices

d. For testing ability in writing:
(1) accurate copying of words, sentences, and paragraphs
(2) writing from dictation (familiar material)
(3) written responses to questions about a picture (familiar material)
(4) written responses to pattern drills (familiar material)
(5) written answers to oral questions (familiar material)

PART X OUTLINE OF RECOMMENDED STRUCTURES

In early foreign language learning, the acquisition of an extensive vocabulary is of far less importance than is control of the basic structures of the language. These structures are best introduced in a situational context and practiced in formalized oral drills. Since every attempt must be made to present only authentic spoken Spanish in situations which are natural to the children, they will, of necessity, be introduced to a certain amount of structure which is not found on the following list. The teacher need not feel that the introduction of a complex structure or expression as part of a necessary phrase will prove too difficult for his pupils. It is recommended that no utterances be "manufactured" in an attempt to simplify the language learning process; only authentic Spanish should be used in the classroom.

The structures listed below were chosen for their frequency in the spoken language. They should be learned through the use of carefully constructed oral drills. In addition to being able to use these structures automatically, the pupils should also be aware of the function of each of the points drilled. In most cases, the structural point to be presented should be briefly introduced in English, extensively drilled in the foreign language, and then briefly generalized. Structures should be reviewed from time to time in recombined material.

The following represents a minimum of structural points which should be covered in the period of elementary school language study. No attempt has been made to list these according to grade level, as many school systems will be using materials which introduce structures at different points in the learning process.

(It should be noted that the structures listed below include most of the structures listed for grade 7 in the 6 year sequence of foreign language study.[1])

Articles

definite
indefinite

Numbers

0-100
ordinals 1st-10th

Contractions

with a and de

Nouns

gender, number
use of personal a
use of de for possession

Pronouns

subject
single direct object
single indirect object

Interrogatives

¿Quién(es)?	¿Cómo?
¿De quién?	¿Dónde?
¿A quién?	¿Por qué?
¿Qué?	¿Cuándo?
¿Cuál?	¿Cuánto(s)?

Adjectives

number, gender
simple position
este, ese
possessive
exclamatory ¡qué!

Adverbs

most common adverbs

Negatives

position of no
nada, nunca, nadie

Verbs

omit vosotros
regular 1st, 2nd, and 3rd conjugations, present tense
commands (tú or Ud.)
estar for health and location
hay
use of gustar
tener and hacer idioms as needed
quisiera

Irregular verbs

ser, estar, decir, hacer, ir (a + inf.), tener, poner, querer, venir, dar
as needed: saber, poder, conocer, ver, salir, reflexive verbs, other tenses as needed

Prepositions

of place
con
por
para
antes de
después de

PART XI SAMPLE LESSON PLANS

The daily lesson plan should typically contain the following ingredients: (1) a short warmup; (2) new material to be presented; (3) review of previously learned material and the new work introduced on that day; (4) a change-of-pace activity; and (5) a brief summary. Although it is not essential that every lesson include each of the above elements, their presence does suggest a varied and balanced presentation.

The average daily lesson will probably begin with a warmup exercise designed to accustom the pupil's ear and to prepare the class for response in Spanish. It usually draws upon previously taught material in recombination. It may take one of the following forms: teacher directed questions and answers; pupil-pupil questions and answers on a familiar theme; a song, a familiar fable, or a folktale related in simple language by the teacher or a record; or a filmstrip or flash cards designed to elicit statements in Spanish. On a more advanced level, e.g., sixth grade, it may be an informal account of how the pupils spent the weekend or a vacation. It is vital that the initial activities in the period involve the entire class so that every pupil has the opportunity to respond.

As the teacher proceeds into the main portion of the lesson, a new dialog presentation, a dialog adaptation, or perhaps structure drills will occupy the central portion of the period. The presentation should not occupy the entire period however. It is far wiser to repeat the same material, one day as standard dialog, another day in the form of questions and answers, perhaps as a substitution drill or a dramatization, or even by isolating sound or structure problems for drill. Variation is essential for mastery. Actually the unit or chapter is taught in many ways and different levels of mastery are achieved as a result of each related activity. It is not necessary to wait for total control of a lesson segment before proceeding to the next activity.

Review is especially vital as the amount of material covered increases. It assumes even more importance if the class does not meet on a daily basis. But review, too, may take many shapes. It can be a simple repetition drill, a question and answer period during the warmup, a short quiz with yes-no alternatives or A-B-C distractors, a role-playing activity, a song, a narrative in the place of a dialog or vice versa, a spelling bee, or a pattern drill utilizing the vocabulary and structures of the work being reviewed. The summary may utilize all or some of the above techniques and also anticipate that night's homework.

During the class period, between the segments of formalized learning, a change-of-pace activity should be planned. Where possible, it should reinforce previously learned material rather than present new work. The teaching of songs, the use of cultural background material, or the playing of an action game are all useful activities.

The format of a FLES lesson will depend on many factors:

- objectives of the FLES program
- objectives of the particular lesson
- length of the lesson
- frequency of instruction
- age of pupils

. teaching load of the FLES teacher
. level of achievement

It is hoped that these sample lesson plans may assist teachers in developing plans suited to their pupils' needs and interests. The keynote of a successful FLES lesson is careful planning.

A. Audiolingual lesson (20-25 minutes)

First Day

1. Warmup (3-5 minutes)

   a. Greetings (teacher-pupil and pupil-pupil)

      Teacher: Buenos días, todos. ¿Cómo están ustedes?
      Pupils: Muy bien, gracias, ¿y usted?
      Teacher: Bien, gracias. Y tu, Luis, ¿cómo te va?
      Luis: Bien, gracias, señor, ¿y usted?
      Teacher: Bien, gracias. Carmen, pregúntale a Pepita cómo está.
      Carmen: ¿Cómo estás, Pepita?
      Pepita: Muy bien, gracias.

   b. Review of previous work (verb ir)

      Teacher: ¿Adónde vas esta noche, Pablo?
      Pablo: Voy al cine, señor.
      Teacher: ¿Con quién vas, Margarita?
      Margarita: Voy con mis padres.
      Teacher: José, ¿con quién va Margarita?
      José: Va con sus padres.
      Teacher: Rafael, ¿cuándo van ustedes al cine?
      Rafael: Vamos los sábados.
      Teacher: Pregúntame, Jorge, cuándo yo voy al cine.
      Jorge: ¿Cuándo va usted al cine?
      Teacher: Voy los sábados. Tomás, pregúntame con quién voy...etc.

2. New material (5-8 minutes)

   The following dialog is to be presented during the class lesson. The teacher, using appropriate props, gestures, and facial expressions, presents the new material first in English. Then, he presents the same dialog in Spanish using the same props, gestures, and facial expressions. It is suggested that this procedure be repeated one or more times before actual drill on individual lines begins.

      María: Hola, Pedro, ¿qué tal?
      Pedro: Bien, ¿y tú?

María: Muy bien. ¡Qué perro tan bonito! ¿Cómo lo llamas?
Pedro: Lo llamo Tilín. ¿No tienes un perro?
María: No, tengo un gato pequeño.

When drilling individual lines of the new dialog, the teacher calls first for full-choral response only. He proceeds from

full-choral response
to
part-choral response
to
individual repetition of the new line.

The number of lines drilled in any given class period depends on the ability of the class and on the length and complexity of the lines.

3. Review (5-8 minutes) (noun-adjective agreement)

Teacher: ¿De qué color es este lápiz? Es amarillo.
Pupils: Es amarillo.
Teacher: ¿Y la pluma? Es amarilla.
Pupils: Es amarilla.

Drill. The teacher will hold up the item or preferably an outline of the item cut from construction paper of different colors.

Teacher: ¿De qué color es el...
Pupils: El lápiz (el libro, el cuaderno el perro, el papel) es blanco.
Teacher: ¿De qué color es la...
Pupils: La pluma (la tiza, la pelota, la casa, la cartera, la caja) es blanca.

The teacher will continue the drill and if the class shows understanding of the pattern, he will change color but continue using the same items. To measure the effectiveness of the procedure, the final stage of the drill may be performed by holding up the items in random order and color. The teacher may wish to conclude the exercise with a short generalization in English.

4. Change-of-pace activity: A song using animals or colors or reviewing numbers such as in Uno de enero (2-3 minutes)

5. Summary of the new dialog: Repetition by teacher and pupils, then reversing the roles (1-2 minutes)

Second Day

1. Warmup (4-7 minutes)

   a. Greetings and weather

b. Questions and answers based on previous day's drill on color and noun-adjective agreement

2. Review (5 minutes)

On the board there are two columns, one labeled A and the other B (if the children are reading in Spanish, one may be labeled rojo and the other roja). The pupils write the number of the word the teacher reads under the appropriate column, e.g., the number of the word el libro goes into column A or under rojo; la pluma in column B or under roja, etc. The pupil at the board represents the class and his work will serve as the model at the end of the exercise.

3. New work (6-9 minutes) (plural forms of adjectives)

a. Review the work just completed, using colored pictures, actual objects, or cut-outs. The teacher will then present the plural forms of the adjectives in context:

(1) La tiza es roja. Las tizas son rojas.
(2) La pluma es roja. Las plumas son rojas.
(3) El libro es rojo. Los libros son rojos.
(4) El cuaderno es rojo. Los cuadernos son rojos.

After a number of repetitions generalize briefly. To check comprehension try the same exercise with other colors.

b. Substitution drill

El libro es negro.
La tiza es ....
Los libros son negros.
Las plumas son....

Use at least 8 more items. Then change colors.

c. Either the same day or later that week, use a question-answer drill based on the material above: ¿De qué color es el lápiz? ¿Los cuadernos? La pluma es negra (hold up a blue one), ¿verdad? Later the teacher may make flannel-backed cut outs of various items in several colors: one red pencil, two red pencils, one black book, two white houses. As he asks for blancas the child will hand him the two white houses saying, "Las casas son blancas." In subsequent days, the teacher will use this lesson to lead into other adjective agreements: bueno, malo, bonito, pequeño, etc.

4. Review of recently introduced dialog (5-7 minutes)

   a. Repetition after the teacher.

   b. Teacher takes one role, boys the other, then the girls.

   c. Reverse the roles.

   d. Boys are Pedro, the girls are María.

   e. Check the comprehension by asking: ¿Tienes un perro? ¿Tienes un gato? ¿Es pequeño? ¿No es pequeño? Hold up pictures of the items and ask for identification.

5. Review yesterday's song. (1 minute)

6. Summary of noun-adjective agreement by using one of the drills (1 minute)

B. Introductory Reading Lessons (20-25 minutes)

Although the major focus in the FLES program is directed toward the development of conversational skills, the development of reading skills is not neglected. The amount of attention devoted to reading will depend on the following variables: the length of the FLES sequence, the aptitude of the pupils, and the level of pronunciation skills achieved and maintained by the pupils.

First Day

1. Warmup (5-6 minutes)

   The reading lesson typically exploits dialog material which has been previously learned and drilled. It would be wise for the teacher to spend the beginning minutes of the class period reviewing the dialog, and reviewing the various patterns of dialog adaptation.

   Teacher: Buenos días, Pedro, ¿qué tal?
   Pedro: Bien ¿y usted?
   Teacher: Bien, gracias. María, pregúntale a José qué tal.
   María: José,¿qué tal?

   Displaying a picture of a dog or a stuffed animal, the teacher asks:

   Teacher: ¿Qué es esto?
   Pupil: Es un perro.
   Teacher: ¿Cómo se llama?
   Pupil: Se llama Tilín.

Teacher: ¿Cómo es?
Pupil: Es bonito.

The teacher now personalizes the dialog:

Teacher: Roberto, ¿tienes un perro?
Roberto: Sí, señor, tengo un perro.
Teacher: ¿Cómo lo llamas?

The teacher uses directed dialog, directed questions, repetitions, etc. to elicit as many of the expressions and words of the passage to be read as possible.

2. Reading activities (8-10 minutes)

On a large sheet of paper, such as that commonly used for experience charts, the teacher prints the dialog using a broad-tipped fiber pen and black ink.

a. The teacher reads the dialog, pointing to each line with a pointer.

b. The teacher repeats each line, asking the pupils to repeat after the teacher model.

c. The teacher asks for volunteers to read the lines as the teacher points them out.

d. The teacher asks the pupils (and then individual pupils) to read the lines in random order, to read sentence fragments, and finally to read individual words.

e. In order to be certain that the children are indeed "reading" and not merely repeating memorized utterances, the teacher may ask for the word or words with the approximate meaning:

don't you have your cat
very, what, hello
a dog's name, a boy's name.

f. The pupils will be asked to locate and identify the new punctuation marks. They will learn their names and the functions they perform.

3. Change-of-pace activity (3 minutes)

An action song to let the children stand up and move around may be used, such as San Serení or Señora Santana.

4. Pattern drills (Note to teacher: These drills lay the foundation for the more difficult response drills which follow.)

a. Repetition Drills

¿Tienes un gato?
¿Cómo lo llamas?
¿Tienes un perro?
¿Cómo lo llamas?
¿Tienes un pájaro?
¿Cómo lo llamas? etc.

b. Substitution Drills

Teacher:	Tengo un perro.	Pupils:	Tengo un perro.
	El_____.		El tiene un perro.
	Ella_____.		Ella tiene un perro.
	Tú_____.		Tú tienes un perro.
	etc.		
Teacher:	Lo llamo Tilín.	Pupils:	Lo llamo Tilín.
	Nosotros_____.		Nosotros lo llamamos Tilín.
	Ellos_____.		Ellos lo llaman Tilín.
	Ustedes_____.		Ustedes lo llaman Tilín.
	etc.		

c. Response Drills

Teacher:	¿Cómo lo llamas?	Pupils:	Lo llamo Tilín.
	¿Cómo lo llama el señor?		El señor lo llama Tilín.
	¿Cómo lo llaman ustedes?		Lo llamamos Tilín.
	¿Cómo lo llamo yo?		Usted lo llama Tilín.
	etc.		
Teacher:	¿En dónde entras?	Pupils:	Entro en la clase.
	¿En dónde entramos?		Entramos en la clase.
	¿En dónde entra María?		María entra en la clase.
	etc.		

5. Summary (2 minutes)

Re-reading of the dialog by the entire class after the teacher models each line.

Second Day

1. Warmup (5-6 minutes)

a. Review of Tilín dialog with full-choral repetition first, then groups of two pupils.

b. Dialog adaptation by means of picture cue cards of different pets.

Teacher: ¿Qué es esto?
Pupil: Es un gato. (pájaro, pez, caballo etc.)
Teacher: ¿Cómo se llama?
Pupil: Se llama...
Teacher: ¿Cómo es?
Pupil: Es grande.

c. Pupil-pupil personalization of the dialog:

Carlos: Roberto, ¿tienes un perro? (and other animal substitutions)
Roberto: Sí, Carlos, tengo un perro.
Carlos: ¿Cómo lo llamas? etc.

d. Review of response drills introduced previously in connection with this dialog: (the teacher should elicit individual responses)

Teacher: ¿Cómo lo llamas? Pupil: Lo llamo Tilín.
etc.

2. Reading activities (10-12 minutes)

a. The teacher once again displays the dialog on experience chart paper. A review of the reading of the dialog is conducted: first the teacher reads the dialog, then pupils are asked to repeat the teacher model, then volunteers are asked to read specific lines indicated by the teacher with the pointer.

b. The teacher, using a previously prepared set of cards containing words and phrases from the dialog, calls for the reading of each of these words or phrases, and then asks pupils to match them with the same words contained in the dialog on the experience chart.

c. The teacher will ask for a word from the dialog that starts with a /k/ sound: which is it, what does it mean, how is it spelled, is there another one like it.

d. Which words rhyme with <u>tomo</u>, <u>cama</u>, <u>vengo</u>.

e. Develop phoneme-grapheme drills (recognition):

/l/ /ll/ , /r/ /rr/, /a/ /o/

f. The teacher might distribute duplicated sheets containing the following:

(1) The dialog which appears on the experience chart
(2) Repetition and response drills
(3) A recombination narrative using the structures and vocabulary of the dialog:
Roberto tiene un perro. El perro es bonito. Roberto lo llama Tilín. Carlos tiene un perro y un gato. El perro de Carlos es pequeño. El perro de Roberto es pequeño. El gato de Carlos es pequeño.
(4) Dibujen Uds:
Un perro, un gato, un pájaro, etc.

3. Change-of-pace activity (3 minutes)

Game involving recognition which will reinforce reading skills: Telephone. The first child reads silently a prepared sentence or fragment, he whispers what he has read to his neighbor, and so on down the row. The pupil in the last seat utters the expression aloud while the teacher shows the printed form to the class.

4. Review dialog (3-4 minutes)

The teacher reviews another previously learned dialog to prepare for another series of reading activities.

5. Summary (3-4 minutes)

The teacher projects the dialog and narrative (used in today's lesson) on a transparency using the overhead projector. This time, however, several key words are missing. Pupils are asked to supply the missing words as the teacher completes the transparency. Choral reading by the pupils follows.

APPENDIX A

SPECIAL EDUCATIONAL OPPORTUNITIES FOR FLES TEACHERS

An ever-increasing number of American colleges and universities now offer advanced degrees in foreign-language education and many of the degree programs permit candidates to specialize in FLES. The following is a partial list of such institutions:

State University of New York at Buffalo, Buffalo, N.Y.
Department of Modern Languages

Teachers College, Columbia University, New York, N.Y.
Department of Languages and Literature

New York University, New York, N.Y.
School of Education

Purdue University, Lafayette, Ind.
Department of Modern Languages

Ohio State University, Columbus, Ohio
School of Education

University of Oregon, Eugene, Ore.
School of Education

University of Texas, Austin, Tex.
Foreign Language Education Center

Stanford University, Palo Alto, Cal.
School of Education

APPENDIX B

MLA QUALIFICATIONS FOR TEACHERS OF MODERN FOREIGN LANGUAGES

Competence	*Superior*	*Good*	*Minimal*
Listening Comprehension	Ability to follow closely and with ease all types of standard speech, such as rapid or group conversation and mechanically transmitted speech	Ability to understand conversation of normal tempo, lectures, and news broadcasts	Ability to get the sense of what an educated native says when he is making a special effort to be understood and when he is speaking on a general and familiar subject
Speaking	Ability to speak fluently, approximating native speech in vocabulary, intonation, and pronunciation. Ability to exchange ideas and to be at ease in social situations	Ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in conversation at normal speed with reasonably good pronunciation	Ability to read aloud and to talk on prepared topics (such as for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation understandable to a native
Reading	Ability to read, almost as easily as in English, material of considerable difficulty	Ability to read with immediate comprehension prose and verse of average difficulty and mature content	Ability to grasp directly (that is, without translating) the meaning of simple, nontechnical prose, except for an occasional word

Competence	*Superior*	*Good*	*Minimal*
Writing	Ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.	Ability to write a simple "free composition" such as a letter,with clarity and correctness in vocabulary, idiom,and syntax	Ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations, and to write a simple description or message without glaring errors
Applied Linguistics	The "good" level of competency with additional knowledge of descriptive, comparative, and historical linguistics	The "minimal" level of competency with additional knowledge of the development and present characteristics of the language	Ability to apply to language teaching an understanding of the differences in the sound systems, forms, and structures of the foreign language and English
Culture and Civilization	An enlightened understanding of the foreign people and their culture, such as is achieved through personal contact, through travel and residence abroad, through study of systematic descriptions of the foreign culture, and through study of literature and the arts	The "minimal" level of competency with first-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people	An awareness of language as an essential element of culture, and an understanding of the principal ways in which the foreign culture differs from our own

Competence	*Superior*	*Good*	*Minimal*
Professional Preparation	A mastery of recognized teaching methods, evidence of breadth and depth of professional outlook, and the ability to experiment with, and evaluate, new methods and techniques	"Minimal" level of competency plus knowledge of specialized techniques, such as audiovisual aids, and of the relation to other areas of the curriculum. Ability to evaluate the professional literature of foreign language teaching	Knowledge of the present-day objectives of the teaching of foreign languages as communication and as understanding of the methods and techniques for attaining these objectives

APPENDIX C

FLES: A GUIDE FOR PROGRAM REVIEW

Paul E. Dammer, Paul M. Glaude and Jerald R. Green
New York State Education Department

The Bureau of Foreign Languages Education of the New York State Education Department - with curricular and editorial support from the Bureau of Elementary Curriculum Development - has long supported the teaching of foreign languages in the elementary schools of New York State. Surveys to determine the status of FLES in New York State were conducted in 1957 and 1963 and the findings were published in the same years by the State Education Department. During the academic year 1967-1968, a third major survey of FLES and FLES activities will be conducted with a view toward identifying the major problem areas of FLES and providing increased supervisory services and assistance to those school districts which are either presently offering FLES or to those districts which are considering introducing FLES into the elementary curriculum.

Since 1962, two FLES curriculum statements have been prepared and published by the combined efforts of the State Education Department specialists in elementary curriculum and foreign-language education, and classroom teachers and supervisors of FLES: *Introducing Children to Languages* (1962) and *French for Elementary Schools* (1966). Companion publications to the French statement, tentatively titled *German for Elementary Schools* and *Spanish for Elementary Schools*, are now in preparation.

The increased State Education Department involvement expected to grow out of the findings of the planned statewide survey of FLES will doubtless address itself to a variety of problem areas. One such area - long-since identified by FLES teachers and local school administrators as perhaps the least satisfactory aspect of FLES - is that of program evaluation. The concern with evaluation is such that we have anticipated somewhat the findings of the FLES survey and we have developed an instrument which can be useful to teachers and administrators concerned with FLES. In developing the program review guide, we have drawn from the following sources: (1) professional literature on the subject of FLES; (2) statements published by this and other State departments of education and the United States Office of Education; (3) policy statements issued by professional foreign-language organizations on the State and national level; (4) foreign-language evaluative instruments devoted wholly or partially to the special problems of FLES; (5) observations of countless FLES classes and lengthy dialogues with FLES teachers and local school administrators. It must be added that this guide for review is coordinated with the long-established guide for review of secondary school foreign-language programs and that it has unquestionably been influenced by it both in the letter and in the spirit.

It must be stressed that the accompanying program review guide is not designed to yield a "score" that could possibly be used to encourage invidious comparisons between unlike FLES programs. The guide is intended

for use on the local level by local people. The items in this instrument are of two types: primarily informational, data-eliciting (e.g., I,5; II,1); primarily evaluative. The former are of historical interest, pertinent to a general appreciation of the origin and establishment of the program, and sometimes giving insight into the district-wide foreign language program at all levels. The latter combine both to provide evidence of the quality of the program and to enumerate some of the elements of a sound program.

Although most of the evaluative questions require "Yes" or "No" answers, there is no pattern to the answers possibly elicited. For example, it is quite probable - but not absolutely inevitable - that a "Yes" answer to I,10, will give more evidence of a sound program than will a "No" answer. On the other hand, it is relatively certain that "No" answers to I,11,12,13 will give more evidence of a sound program than will "Yes" answers to those questions.

No key with the "right" answers is supplied. This means that the self-evaluators (administrators and FLES teachers) will have to be knowledgeable in general and specific terms. We at the State level know what we want and what we urge our colleagues in the classroom to develop. However, they are usually in a good position to determine the priorities they should adopt in improving any weaknesses revealed by the survey. To be sure, we stand ready to help them interpret their self-evaluation in the light of the principles to which we have agreed among ourselves, which we have made known in Department manuals, professional publications, and public as well as private addresses, with most of which they are presumably familiar.

The accompanying guide for program review has been revised and restructured several times in the interests of brevity and ease of interpretation and completion. The present length, we believe, best serves these considerations without compromising the interests of those persons whose expressions of concern caused us to develop this guide. It is expected that the program review guide - in its present or somewhat revised form - will be incorporated in the German and Spanish statements now in preparation.

The program review guide is viewed by its authors as little more than a first draft. We encourage readers to offer suggestions and criticism and to communicate them to us.

FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL

(FLES)

A GUIDE FOR PROGRAM REVIEW

I. Program Objectives

1. Is there a successful and well-established sequence of foreign-language instruction in grades 7 through 12? Yes☐ No☐

If your answer to the above question is NO, please explain briefly:_____

_____

2. Have FLES pupils and their parents been informed of the objectives and implications of the FLES program, e.g., a commitment to pursue the study of that language through grade 12? Yes☐ No☐

   If your answer to the above question is YES, please indicate the means by which this information was conveyed:_____

   _____

3. Have specific and clearly formulated objectives (listening, speaking, reading, writing, cultural insight) been developed for the FLES program? Yes☐ No☐

4. Does the FLES instruction reflect the stated objectives of the program? Yes☐ No☐

5. What single group provided the leadership in establishing the FLES program?

   a. Local school administration ☐

   b. Board of Education ☐

   c. P.T.A. ☐

   d. Foreign-language supervisor or chairman ☐

   e. Foreign-language teachers ☐

   f. Other:_____

6. Do the elementary classroom teachers (those involved in the program as well as those not directly affected by its impact) fully understand and endorse the FLES program? Yes☐ No☐

7. Do elementary school administrators fully understand and endorse the FLES program? Yes☐ No☐

8. Are FLES teachers aware of and do they identify with the objectives of the foreign-language program in grades 7-12? Yes☐ No☐

9. Do the secondary language teachers fully understand and endorse the FLES program? Yes☐ No☐

10. Were the secondary language teachers involved in formulating the objectives - both general and specific - of the FLES program? Yes☐ No☐

11. Is the FLES program viewed as an "enrichment" feature - preparatory to bona fide language instruction in grade 7? Yes☐ No☐

If your answer is YES to the above question, please explain briefly:_____
_____
_____

12. Is the FLES program considered "experimental" by the local school administration, the FLES teachers, and the rest of the staff? Yes☐ No☐

13. Does the approach to language learning change radically in grade 7? Yes☐ No☐

If your answer to the above question is YES, please explain briefly:_____
_____
_____

II. Program Organization

1. In what year was FLES introduced in your school district? 19__

2. Has FLES been offered continuously since the above date? Yes☐ No☐

If your answer is NO to the above question, please explain:_____
_____
_____

3. FLES begins in grade _____.

4. Frequency and Duration of Instruction

Grade	*No. of Sessions per Week*	*Minutes per Session*	*No. of Weeks*
1			
2			
3			

Grade	No. of Sessions per Week	Minutes per Session	No. of Weeks
4			
5			
6			

If No. of Weeks is less than 40, please explain:_____

_____

5. What language(s) is (are) being taught during the current academic year (19 -)?

	Pupil Enrollment by Grade					
Language (Please check)	1	2	3	4	5	6
French ☐						
Spanish ☐						
German ☐						
Italian ☐						
Russian ☐						
Other:						

6. Are the languages taught during the current academic year (19 -) the same as those taught last year (19 -)? Yes☐ No☐

If your answer to the above question is NO, please explain:_____

_____

_____

7. What was the major determining factor in the choice of the language(s) presently being taught in the elementary schools?

a. Availability of teachers ☐

b. National origin of large segment of community ☐

c. Foreign-language offerings in the junior high school ☐

d. Community desires ☐

8. Are the languages which are taught in the elementary schools offered in grades 7-9? Yes☐ No☐

If your answer to the above question is NO, please explain briefly:_____

_____

_____

III. Selection of Pupils

1. How are pupils selected for admission to the FLES program?

a. 100% grade-wide ☐

b. Grade-wide with some exceptions ☐

c. Selected pupils ☐

(1) If you check option b, pleases list the types of exceptions:_____

_____

_____

(2) If you check option c, please describe criteria for selection:_____

_____

_____

2. Do successful pupils continue FLES through grade 6? Yes☐ No☐

If your answer to the above question is NO, please explain:_____

_____

3. Are all FLES pupils retained through grade 6? Yes☐ No☐

If your answer to the above question is NO, please explain briefly your criteria for retention:_____

_____

IV. Administration and Supervision of the Program

1. Is FLES instruction provided during the normal school hours? Yes☐ No☐

If your answer to the above question is NO, please explain:_____

_____

2. Is provision made for each successful pupil to continue the FLES language in grade 7? Yes☐ No☐

3. Placement of successful FLES pupils in grade 7:

   a. Separate, sequential track ☐

   b. Treated the same as beginners ☐

4. Pattern of FLES Instruction

   a. Itinerant FLES specialist(s) ☐

   b. TV instruction ☐

   c. Elementary classroom teacher(s) ☐

   d. Other:_____

5. Title and publisher-producer of TV series (if applicable):_____

   _____

   _____

6. Name of person directly responsible for the FLES program:

   _____

   Title:_____

7. Responsibilities of the person named above:

	K-6	7-9	10-12
a. Curriculum development	☐	☐	☐
b. Selection of materials	☐	☐	☐
c. Coordination of the FL program	☐	☐	☐
d. Supervision of FL teachers	☐	☐	☐
e. Teaching ___ (No. of) classes	☐	☐	☐

   f. Other:_____

8. Frequency of supervision of FLES teachers:

   a. at least once a month ☐

b. at least once a semester ☐

c. at least once a year ☐

d. other:_____

V. Coordination and Articulation of the Program

1. How do elementary and junior high school foreign-language teachers coordinate their efforts?

   a. The FLES teacher also teaches the same language in grades 7-9 ☐

   b. Teachers at all levels follow detailed, district-wide curriculum guides ☐

   c. FLES and junior high school teachers informally exchange ideas ☐

   d. Inter-class visitations are arranged ☐

   e. Departmental meetings are scheduled regularly ☐

   f. Other:_____
   _____

2. Frequency of departmental meetings regularly scheduled to coordinate the FL program at all levels:

	Monthly	*Bimonthly*	*At Least Once a Semester*	*At Least Once a Year*
a. All foreign-language teachers, district-wide	☐	☐	☐	☐
b. Teachers by language, district-wide	☐	☐	☐	☐
c. All FL teachers, K-9	☐	☐	☐	☐
d. Teachers by language, K-9	☐	☐	☐	☐
e. All FLES teachers	☐	☐	☐	☐
f. FLES teachers by language	☐	☐	☐	☐

VI. Instructional Staff

1.

Language	Teacher	*Type of Certificate* (Early Childhood, Common Branch, N-6, N-9, 7-12)	FL Credit Hours	NDEA Institutes Attended

2. Is each FLES teacher's schedule of instructional or other duties reasonable (not to exceed 200 minutes of instruction daily, exclusive of travel time, where applicable)? Yes☐ No☐

3. Is in-service training available locally for FLES teachers? Yes☐ No☐

4. Has each of the FLES teachers taken a FLES methods course? Yes☐ No☐

5. Are the FLES teachers thoroughly familiar with current professional literature and developments in teaching FLES? Yes☐ No☐

6. Do FLES teachers actively participate in professional meetings, formal study, and intervisitation? Yes☐ No☐

7. Have a majority of the FLES teachers spent some time in a country whose language they teach? Yes☐ No☐

8. Do the FLES teachers possess insight into the culture whose language they teach? Yes☐ No☐

9. Teacher oral proficiency in the target language:

	No. of Teachers
a. Native	☐
b. Near-native	☐
c. Satisfactory	☐
d. Poor	☐

VII. Methods of Instruction

1. Does each presentation allow for maximum participation by each pupil? Yes☐ No☐

2. Is the pace of instruction appropriate to the ability of the pupils and the difficulty of the material? Yes☐ No☐

3. Do the teachers make frequent and appropriate use of gestures and props in their presentation? Yes☐ No☐

4. Are the methods, techniques, and activities of instruction sufficiently varied to maintain pupil interest? Yes☐ No☐

5. Do the FLES teachers provide sufficient repetition, substitution, and simple transformation drills? Yes☐ No☐

6. Are sufficiently detailed lesson and unit plans kept by the FLES teachers? Yes☐ No☐

7. Is each lesson or class session planned around specific and identifiable goals and/or problems? Yes☐ No☐

8. Is there observable evidence of careful preparation for each lesson by the FLES teachers? Yes☐ No☐

9. Is most of the lesson conducted in the foreign language? Yes☐ No☐

   If your answer to the above question is YES, approximately what percent?

   a. 50-70% ☐

   b. 71-90% ☐

   c. over 90% ☐

10. Are pupils assigned and addressed by foreign-language names? Yes☐ No☐

11. Are pupil responses audible to pupils in all parts of the classroom and to the teacher? Yes☐ No☐

12. Do the FLES teachers make skillful and effective corrections of pupil errors of all types? Yes☐ No☐

13. Is there substantially more pupil-talk than teacher-talk? Yes☐ No☐

14. Do the FLES teachers systematically review the basic language skills, the structures, and the foreign-language vocabulary? Yes☐ No☐

15. Is foreign-language vocabulary presented meaningfully and contextually, rather than as isolated lexical items? Yes☐ No☐

16. Is the foreign-language material presented within a structured series of dialogues or basic sentences which are either memorized or near-memorized? Yes☐ No☐

17. Are structure or pattern drills used to present and drill the foreign-language grammar? Yes☐ No☐

18. Are pupils encouraged and guided to select from and vary upon their repertoire of structures and patterns? Yes☐ No☐

19. Are frequent opportunities provided for remedial instruction? Yes☐ No☐

20. Are the available foreign-language and foreign-culture resources of the community exploited to advantage? Yes☐ No☐

21. Are culturally-authentic songs, dances, and games used only as supporting activities for the learning of the foreign language? Yes☐ No☐

22. Are the FLES teachers skilled in preparing and teaching pupils to read? Yes☐ No☐

VIII. Materials of Instruction

1. Are commercially prepared materials of instruction being used in the FLES program? Yes☐ No☐

   a. If the answer to the above question is YES, please supply the following information:

Language	*Grade*	*Materials*	*Publisher*

b. If the answer to the above question is NO, please describe briefly the FLES materials of instruction:_____

2. Are the FLES materials coordinated with and do they lead into those used in grades 7-9? Yes☐ No☐

   If the answer to the above question is YES, please give the title and publisher of the materials used in grade 7:_____

3. Do the course materials reflect the stated objectives of the FLES program? Yes☐ No☐

4. Are all FLES teachers using essentially the same instructional materials? Yes☐ No☐

   If the answer to the above question is NO, please explain briefly:_____

5. Is the content of the instructional material suitable to the maturity of the pupils? Yes☐ No☐

6. Is the content of the instructional material (texts, audiovisual materials, etc.) culturally authentic? Yes☐ No☐

7. Are the FLES classrooms physically equipped for the effective use of audiovisual and electro-mechanical equipment? Yes☐ No☐

8. Is electro-mechanical equipment used to advantage in the FLES program? Yes☐ No☐

   If your answer to the above question is YES, please describe briefly:_____
   _____
   _____

9. Are audiovisual materials available in sufficient quantity and quality to ensure realization of the objectives of the program? Yes☐ No☐

10. Is an adequate library of current literature on the teaching of foreign languages in general and on FLES in particular maintained for teacher information and growth? Yes☐ No☐

IX. Pupil Achievement

1. Is the overall pupil achievement commensurate with the amount of prior instruction? Yes☐ No☐

2. Do pupils understand the spoken language on a level commensurate with the amount of prior instruction? Yes☐ No☐

3. Do pupils respond in the foreign language reasonably fluently? Yes☐ No☐

4. Do pupils respond with accurate pronunciation and intonation? Yes☐ No☐

5. Do pupils read the foreign language meaningfully and without resorting to direct translation? Yes☐ No☐ N.A.☐

6. Do pupils use the foreign language outside of class? Yes☐ No☐

X. Evaluation

1. Has the FLES program been evaluated by an educational agency or a consultant from outside the district? Yes☐ No☐

2. Is there a planned program of pupil evaluation? Yes☐ No☐

3. Do teachers measure achievement with the same or similar examinations? Yes☐ No☐

4. Are pupils tested in the area of listening comprehension? Yes☐ No☐

5. Is evaluation used to diagnose areas of instructional weakness? Yes☐ No☐

6. Is evaluation used to diagnose pupils learning problems? Yes☐ No☐

7. How are parents informed of pupil progress?

   a. Regular report card ☐

   b. Special report card ☐

   c. Other:_____

8. Means of evaluating pupil progress at the end of grade 6:

   a. Standardized achievement test ☐

   b. Locally developed achievement test ☐

9. Purpose of administering achievement tests:

   a. Elimination or retention in program in grade 7 ☐

   b. Placement in program in grade 7 ☐

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FOOTNOTES

Part I

1. French for elementary schools. New York State Education Department. 1966. p. 1.

2. H.H. Stern. Foreign languages in primary education. Hamburg. UNESCO Institute for Education. 1963. p. 81.

3. French for elementary schools. p. 2.

4. Wesley Childers. Foreign language teaching. Center for Applied Research in Education. p. 93.

5. Wilder Penfield. "The uncommitted cortex." Atlantic monthly. July, 1964. p. 81.

6. Esther Lopeto. "FLES and academic achievement." French review. April, 1963. p. 499.

7. Charles Johnson, J. Flores & F. Ellison. "The effect of foreign language instruction on basic learning in elementary schools." MLJ. January, 1963. p. 8.

8. Mildred R. Donoghue. "What research tells us about the effects of FLES." Hispania. September, 1965. p. 556.

9. M.A. Riestra and C.E. Johnson. "Changes in attitudes of elementary school pupils toward foreign speaking pupils resulting from the study of a foreign language." Journal of experimental education. XXXIII. Fall, 1964. pp. 65-72.

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11. Evaluation of the effect of foreign language study in the elementary school upon achievement in the high school. Somerville, N.J.:Somerville Public Schools, 1962. pp. 9-10.

12. Evelyn Brega and John M. Newell. "Comparison of performance by 'FLES' program students and regular French III students on Modern Language Association Tests." French review. December, 1965. p. 437.

13. Supervisory letter from the Bureau of Foreign Languages Education. New York State Department of Education. May 8, 1968.

14. Stanley Levenson. "Preparing for FLES--the study group approach." Modern language journal. February, 1965. p. 94.

Part II

1. Leo Benardo, Director of Foreign Language Teaching. Board of Education, New York City. From a speech given at New York University. November 5, 1966.

2. John B. Carroll, Professor of Psychology, Harvard University. From a speech given at New York University. November 5, 1966.

3. Indiana Department of Public Instruction. Foreign languages in the elementary school. 1964. pp. 14-16.

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6. Marguerite Eriksson, Ilse Forest & Ruth Mulhausser. Foreign languages in the elementary school. Prentice-Hall, Inc. New Jersey. 1964. p. 4, 106.

7. Mary Finocchiaro. Teaching children foreign languages. McGraw-Hill, Inc. New York. 1964. p. 12.

8. French for elementary schools. The State Education Department, Bureau of Elementary Curriculum Development. Albany. 1966. p. 4.

9. French for elementary schools. p. 5.

10. Robert Lado. Language teaching. McGraw-Hill, Inc. New York. 1963. p. 57.

11. For specific suggestions for planning for FLES, refer to George R. Jones, ed. 1964 Northeast conference reports. pp. 6-8. and for objectives see the Modern language journal. October, 1966. pp. 385-386.

Part III

1. Anthony Gradisnik. "TV can be effective in the FLES program if..." Hispania. Vol. XLIX. September, 1966. p. 488.

2. Northeast conference reports. 1964. p. 8.

Part IV

1. Amendment to Regulations of the Commissioner of Education pursuant to section 207 of the Education Law, new section 131 adopted in place of section 131 of article XV.

Part V

1. Thomas E. Bird, ed. Northeast conference reports: foreign languages: reading, literature, requirements. 1967. p. 50.

2. Nelson Brooks. "Teaching culture in the foreign language classroom." Foreign language annals. Vol. I. March, 1968. p. 210.

3. Jerald R. Green. "Supervision in the foreign language classroom." MLJ. December, 1963. pp. 366-368. Also see Appendix C.

Part VI

1. Simon Belasco, ed. Applied linguistics. D. C. Heath & Company. 1960.

2. Spanish for secondary schools. Bureau of Secondary Curriculum Development, New York State Department of Education. Albany. 1961.

3. Teaching Spanish on level one. Bureau of Secondary Curriculum Development, New York State Department of Education. Albany. 1966.

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Part VII

1. Margin MacRae. Teaching Spanish in the grades. pp. 100-129.

Part VIII

1. Nelson Brooks. Language and language learning. Theory and practice. 2nd ed. New York. Harcourt, Brace & World, Inc. 1964. p. 96.

2. Also see Nelson Brooks. "Teaching culture in the foreign language classroom." Foreign language annals. Vol I. March, 1968. p. 204-217.

Part IX

1. Appendix C contains a comprehensive instrument for evaluating a total FLES program.

Part X

1. Spanish for secondary schools. The State Education Department. 1961. pp. 166-167.